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Lesson Overview

Title: Regions
Author: Leanne Knight
Subject: Social Studies
Grade Level(s): 3–5
Duration: 1 class session

Unit Description

Students create an advertisement for their group's region to be shared. Students choose how they will share the information learned which will be a lesson to the class about their region.

Group lesson:

Explain to students that they will be planning an advertisement for one region of the United States for the next several classes. Explain that they will be divided into groups and will have to develop a way to get people to want to visit their region of the United States. They will have to make sure to discuss regional data, specific geographic factors that influenced people to settle in that region, and how people have adapted to and modified their environment.

Each day there will be a specific lesson with the teacher to discuss important aspects of geography. Each day the groups will work together on their advertisement. The first 4 days will encompass lessons and preliminary group work. The 5th and 6th day the groups will meet the entire class period to create and finalize their presentation which will be presented on the 7th day.

Lesson Description for Day

Students will learn about then utilize Google Earth to represent knowledge of regions. Students will describe a variety of regions in the United States. Students will also describe a variety of regions in the United States. Students will locate the fifty states on a map and identify regions.

State Standards

§113.7. Social Studies, Grade 5.

(7) Geography. The student understands the concept of regions. The student is expected to:

(A) describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity;

(B) describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics; and

(C) locate the fifty states on a map and identify regions such as New England and the Great Plains made up of various groups of states.

Goals

Unit Goals:

The student uses geographic tools to collect, analyze, and interpret data.

The student understands the concept of regions.

The student understands the location and patterns of settlement and the geographic factors that influence where people live.

The student understands how people adapt to and modify their environment.

Lesson Goals:

The student understands the concept of regions.

Methods

Anticipatory Set:

Using data projector hooked to laptop, teacher will launch Google Earth and zoom into the local region. Ask students what they notice about the physical features of their area (do you live in a mountainous region, flat region in the plans, etc).

Introduce and Model New Knowledge

After locating local region, ask students about the local landforms. Find one on the Google Map and teacher will "placemark" location.

For a lesson on adding a placemark in Google Earth, [click here](#).

Provide Guided Practice:

Recognition Network – Students use Google Earth to find specific regions and landforms on a virtual map.

Strategic Network – Students will explain each region and landform.

Analytic:

Utilizing computer lab or mobile laptop lab

Students will "placemark" each region. Placemarks should include: West, Southwest, Midwest, Southeast, and Northeast. Each placemark should include information on each region's landforms, climate, and vegetation. [RUBRIC HERE](#)

Students will placemark important landforms and label the placemark with the specific name of the landform.

For a lesson on adding a placemark in Google Earth, [click here](#).

Save tour and/or placemarks to shared network drive for teacher review.

Students may utilize research sites such as Britannica online, Nettekter, etc. to find specific information about each region and provided Discovery Education videos (see "materials" section of UDL).

Provide Independent Practice:

Students can switch computers to view each other's Google Earth tours/placemarks.

If time permits during class: Share the following links with students for extra practice.

(Sheppardsoftware.com links require Java)

Regions:

tutorial:

<http://www.sheppardsoftware.com/USA-georegion.html>

Practice:

<http://www.sheppardsoftware.com/USA-georegion-click.html>

<http://www.eduplace.com/geonet/geonet.html>

Enrichment:

[Place Spotting](#) is a website of geographic riddles. [Place Spotting](#) is based on the [Google Earth](#) platform.

[Place Spotting](#) users can create their own geographic riddles or try to solve riddles created by others.

The search feature on [Place Spotting](#) lets users search for riddles based on level of difficulty, language, region, or creation date.

[Lizard Point](#) gives students 37 interactive maps to study. The maps cover basic world geography as well as specific geography questions for various regions and countries around the world.

Review of landforms:

Landforms video from Discovery Education
100% Educational Videos. (1998).

Landforms: Number One [Full Video]. Available from <http://www.discoveryeducation.com/>

Review of maps:

American Geography video from Discovery Education
Ancient Lights. (2005).

American Geography Close-Ups: Maps, Regions, Resources, and Climate [Full Video]. Available from <http://www.discoveryeducation.com/>

Lesson Modifications:

Student who is blind should work with a partner and utilize [IntelliKeys](#) with Braille keyboard overlay.

Student who is deaf should utilize speech to text or closed captioning on videos.

Students who are gifted and talented should be given opportunities to use the enrichment section of lesson.

Wrap-Up

Students will use their blog/forum to reflect on knowledge learned today. Also ask what they want to learn more about as a result of this lesson, and what questions would they like to explore additionally.

The students will need to comment on at least one other student's blog/forum reflection.

Affective Network – Offer choices of content and tools

Assessment

Formative/Ongoing Assessment:

While students are working teacher will rotate around to ensure or help students understand key concepts.

Summative/End Of Lesson Assessment:

Rubric located at:

<https://spreadsheets.google.com/cc?key=tvjw-rhy4IT5gNTRRepZ0hYQ&authkey=CN-NteEF#gid=0>

Materials

Geography ebook: Geography book reviewing simple region terms and maps.

<http://bookbuilder.cast.org/view.php?op=share&book=b065ea18db72f123da77be4a83b2b705&sid=3990>

Computer lab or mobile laptop lab

Leanne Knight: ET8025
EDLD 5364

Google Earth loaded on machines

Data projector

Discovery Education Videos:

100% Educational Videos. (1998).

Landforms: Number One [Full Video]. Available from <http://www.discoveryeducation.com/>

Review of maps:

American Geography video from Discovery Education

Ancient Lights. (2005).

American Geography Close-Ups: Maps, Regions, Resources, and Climate [Full Video]. Available from <http://www.discoveryeducation.com/>